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| **COVERING BOTH CLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  CC.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.  CC.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients. |
| **COVERING BOTH CLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **CLE’s but not CCSS**  CC.6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*  CC.7.RP.2b Identify the constant of proportionality (unit rate)in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.  CC.7.RP.2c Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn*.  CC.8.F.3 Interpret the equation *y* = *mx* + *b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*  CC.8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two(*x*, *y*)values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. |
| **CCSS but not CLE’s** |